

Art & Design Intention Map

Upper Key Stage Two



Intention Map 2023 - 2024

Placing learning at the heart of everything we do.



Beast Creator (Sculpture)

Learning Intentions

Week 1	<p>Who is Will Kurtz?</p> <ul style="list-style-type: none"> Identify and describe the work of Will Kurtz. Make comparisons between his work and the work of other artists.
Week 2	<p>Use a sketchbook to plan, collect and develop ideas.</p> <ul style="list-style-type: none"> Use core shapes as the basis of creating a framework for animal sketches. Practise line and shape to extend into recognisable features.
Week 3	<p>Notice how print (newspaper print) including words and advertising, can reflect the mood and life of a subject.</p>
Week 4	<ul style="list-style-type: none"> Create a three-dimensional frame, based on a chosen animal sketch, using rigid materials, or a combination of materials.
Week 5	<ul style="list-style-type: none"> Refine techniques in a chosen modelling medium (papier-mâché) Make a maquette. Review and annotate work.
Week 6	<ul style="list-style-type: none"> Apply papier-mâché over a rigid frame. Discuss and review their own and others work, expressing their thoughts and feelings and explaining their views.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Will Kurtz is an American sculptor who creates realistic life-size figures and animals out of newspaper with an internal structure made of wood and wire.
Week 2	<ul style="list-style-type: none"> Building a drawing up step-by-step is an effective way of creating shape and form.
Week 3	<ul style="list-style-type: none"> Colour, text, size, placement and font can impact upon the mood of a final piece of work.
Week 4	<ul style="list-style-type: none"> Rigid materials are more difficult to change into a new shape and make need to be cut and joined together using a variety of techniques.
Week 5	<ul style="list-style-type: none"> Trial pieces of sculpture are created to explore techniques and plan what final outcome might be achieved. Testing out ideas and techniques is a core part of the artist process.
Week 6	<ul style="list-style-type: none"> Use subject specific vocabulary to talk about their art and the art of others.

The Gallery



Will Kurtz

Assessment

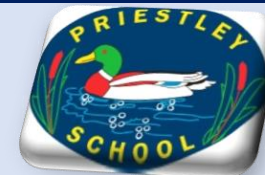
Can the child select and sculpt an animal from papier mâché, incorporating newsprint, text and font to reflect the mood of the subject?

National Curriculum

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Peasant, Princes & Pestilence (Pencil/Charcoal)



Learning Intentions

Week 1	<p>Who is Lucien Freud?</p> <ul style="list-style-type: none"> Identify and describe the work of Lucien Freud and his place in history. Make comparisons between his work and the work of other artists.
Week 2	<ul style="list-style-type: none"> Use a vertical axis of symmetry as a guide for sketching a face. Apply understanding of the proportions of the face to create a simple sketch. Draw full and $\frac{3}{4}$ view sketches of the face.
Week 3	<ul style="list-style-type: none"> Explore and experiment with charcoal and chalk.
Week 4	<ul style="list-style-type: none"> Draw facial features in detail (eyes, ears etc)
Week 5	<ul style="list-style-type: none"> Draw a self-portrait using charcoal, chalk and pencil.
Week 6	<ul style="list-style-type: none"> Evaluate and reflect upon their art journey during the term.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Lucien Freud was a British painter and is known as one of the foremost 20th-century English portraitists. A portrait is a picture of a person that can be created through drawing, painting, and photography. Artist movements or artists that communicate feelings through portraiture include the Expressionists.
Week 2	<ul style="list-style-type: none"> To know, that in general, the eyes are halfway between the top of the head and the chin. The bottom of the nose is halfway between the eyes and the chin. The mouth is one third of the distance between the nose and the chin. The distance between the eyes is equal to the width of one eye.
Week 3	<ul style="list-style-type: none"> Understand the pressure they need to apply to make dark dense marks with charcoal, and how to move the charcoal on a page to make lighter marks. Know how they can use erasers or white chalk to make light marks against the charcoal.
Week 4	<ul style="list-style-type: none"> To understand the pencil type, pressure and type of line that will enable finer detail in their work.
Week 5 & 6	<ul style="list-style-type: none"> Use subject specific vocabulary to reflect upon their work.

The Gallery



Lucien Freud



Assessment

Can the child draw a self portrait in scale and proportion. Can they use pencil, charcoal and chalk to represent tone, shading, depth, texture and detail?

National Curriculum

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- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Time Traveller (Paint)



Learning Intentions

Week 1	<p>Who is Salvador Dali?</p> <ul style="list-style-type: none"> • <i>Begin to understand Surrealism.</i> • <i>Identify and describe the work of Salvador Dali.</i>
Week 2	<ul style="list-style-type: none"> • <i>Identify one-point perspective in Dali's paintings.</i> • <i>Draw a simple scene using one point perspective.</i>
Week 3	<ul style="list-style-type: none"> • <i>Use drawing software to experiment with composition, perspective and proportion.</i>
Week 4	<ul style="list-style-type: none"> • <i>Adapt their work and describe how they might develop it further.</i> • <i>Gather ideas and create a mood board.</i> • <i>Consider how colour can be used for mood and atmosphere.</i>
Week 5	<ul style="list-style-type: none"> • <i>Work for a sustained period to create a surrealist painting.</i>
Week 6	<ul style="list-style-type: none"> • <i>Continue to apply their knowledge of using colour, tone, shade and form, developing higher levels of subtlety in their work.</i> • <i>To reflect and explain the successes and challenges in a piece of art created.</i>

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>Salvador Dali was a Spanish Surrealist painter.</i> • <i>The characteristics of Surrealism include strange and dream-like artwork.</i>
Week 2	<ul style="list-style-type: none"> • <i>Know that "One point perspective" creates the illusion of space on a two-dimensional surface.</i> • <i>Understand the "horizon" and "vanishing point"</i>
Week 3	<ul style="list-style-type: none"> • <i>Know foreground, middle ground and background.</i>
Week 4	<ul style="list-style-type: none"> • <i>Sketches from the basis of experimentation, planning and mapping out a final piece. Sketches do not contain high detail.</i> • <i>A mood board is a way of collecting and presenting ideas. They are supposed to give a general visual overview. A mood board helps you to think or feel in a particular way.</i>
Week 5 & 6	<ul style="list-style-type: none"> • <i>Use subject specific vocabulary to talk about their art and the art of others.</i>

The Gallery



Salvador Dali

Assessment

Can the child create their own piece of surrealist art, applying the principles of one-point perspective?

National Curriculum

- *Produce creative work, exploring their ideas and recording their experiences.*
- *Become proficient in drawing, painting, sculpture and other art, craft and design techniques.*
- *Evaluate and analyse creative works using the language of art, craft and design.*
- *Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.*